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ABSTRACT

Project VIBES at South Shore High School in New York City is described in this report. The project is a transitional bilingual education program that emphasizes acculturation and the acquisition of English language skills while maintaining the native language and appreciation of the students' cultural heritage. As implemented in 1980-81, the program served several Haitians and some Chinese, Hebrew, and Spanish dominant students with limited English proficiency. The instructional component included English as a Second Language, native language classes, mathematics, science, social studies, and elective courses. The non-instructional component included program administration, curriculum development, counseling services, and provision for parent involvement. Evaluation indicated that: 1) student performance on a test of English syntax was short of the program's objectives, although some gains were demonstrated; 2) gains were reported in mathematics, science, and social studies; 3) achievement in native language courses was generally high; 4) most students demonstrated knowledge of their cultural heritage; and 5) program participants' attendance rates exceeded the average school rate. Recommendations for program improvement are presented in the report. (Author/MJL)

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ED218400

FINAL EVALUATION REPORT

E.S.E.A. TITLE VII

Grant Number: G008005984

Project Number: 5001-56-17637

SOUTH SHORE HIGH SCHOOL

PROJECT VIBES

1980-1981

Principal: Lawrence Feigenbaum

Director: Richard Russo

U.S. DEPARTMENT OF EDUCATION
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OFFICE OF EDUCATIONAL EVALUATION
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SOUTH SHORE HIGH SCHOOL

PROJECT VIBES

1980-1981

Location:	6565 Flatlands Avenue, Brooklyn, New York
Year of Operation:	First year of a three year cycle
Target Languages:	Chinese, Creole/French, Hebrew, Spanish
Number of Participants:	Chinese (7), Creole/French (31), Hebrew (12), Spanish (21)

I. CONTEXT

SITE

VIBES operates at South Shore High School, a large, modern facility which has been described as the largest racially integrated high school in the country. Site selection was founded on the size of the target population, and its diversity, which reflects the community's ethnic composition.

A comprehensive high school, South Shore has a full vocational/career program to complement its academic offerings. Students may elect a range of academic subjects, and/or a variety of vocational courses in up-to-date facilities furnished with modern equipment. Classes are offered in the automotive, metal, and wood-working trades, as well as in printing, jewelry-making, fashion design, culinary arts, and secretarial sciences.

ENVIRONMENT

Several ethnic groups live in the school's vicinity: Chinese, Haitians, Israelis, Poles, as well as immigrants from the Soviet Union and Central and South American countries. The attendance area is largely

middle-class, but there is also public housing in the vicinity. The population is relatively stable; those families who change addresses most often remain in the area. The Israeli population has increased substantially in the recent past.

The rezoning which took place during the 1979-80 school year localized the school's attendance area; for the second consecutive year, South Shore's overall enrollment has diminished. The number of Haitian students in the program has markedly declined, since the Haitian community has been largely "zoned out" of the school.

The school makes use of such community resources as the Haitian Community Center, the Jewish Board of Family Services, the Federation of Jewish Philanthropies, and the Apostolate for the Spanish-Speaking of the Diocese of Brooklyn to maximize the quality of services provided to bilingual students.

II. STUDENT CHARACTERISTICS

ENTRY CRITERIA

Participation in Project VIBES is determined, in part, by scores on the Language Assessment Battery (LAB). Students who have scored at or below the twentieth percentile on the English LAB are eligible. Additional indicators used to determine eligibility include scores on the Criterion Referenced English Syntax Text (CREST), interviews with program staff, and evaluation by the school's tax-levy grade advisor.

OVERVIEW

Home Languages

The data displayed on Table 1 indicate that a rather small proportion of South Shore's enrollment -- one in 20 students -- are native speakers of languages other than English. The bilingual program accommodated all but the Russian- and Polish-dominant students. (See Table 2.)

Although Russian-dominant students are more numerous than other bilingual groups, they were not served by Project VIBES (as they had been by previous bilingual programs at South Shore). They received bilingual services through the Citywide Russian Bilingual Program, which maintains a central office at South Shore but functions at several sites.

The diversity of the target population indicated by linguistic backgrounds is intensified by the Spanish-dominant group, who come from various Central and South American countries including Argentina, Chile, the Dominican Republic, and Ecuadcr.

Educational Backgrounds

All program participants are foreign-born and recent arrivals. They vary in terms of educational preparedness, proficiency in English, and literacy in the native language. Students coming from rural areas have the least developed skills.

Program students also come from several economic strata; from working-class to professional families. There is the greatest degree of diversity among the Haitians.

Table 1. Home languages of students in the school as a whole.

LANGUAGE	NO. STUDENTS	PERCENT OF ENROLLMENT
Russian	95	3%
French (Haitian)	31	<1%
Spanish	21	<1%
Hebrew	12	<1%
Chinese	7	<1%
Polish	3	<1%

Table 2. Number of program students by language and country of birth.

LANGUAGE	COUNTRY OF BIRTH	NUMBER	PERCENT
Haitian/Creole	Haiti	33	45%
Spanish	Panama	10	28%
	Costa Rica	3	
	Puerto Rico	3	
	Dominican Republic	2	
	Chile	1	
	Ecuador	1	
	Guatemala	1	
Hebrew	Israel	13	17%
Chinese	Hong Kong	2	5%
	People's Republic of China	1	
	Vietnam	1	
Korean	Korea	2	3%
Greek	Greece	1	1%
Rumanian	Rumania	1	1%
TOTAL		75	100%

Male/Female Students

Data for program students overall indicate that while the numbers of male and female students in the tenth grade are approximately equal, female students outnumber males by two to one in the twelfth grade. These data suggest that at South Shore, as at other city high schools, male students are leaving the bilingual program at a higher rate than female students. Overall, the program population was 56 percent female, and 44 percent male.

Table 3. Number and percentages of students by sex and grade.

GRADE	MALE N	PERCENT OF GRADE	FEMALE N	PERCENT OF GRADE	TOTAL N	PERCENT OF ALL STUDENTS
10	20	51%	19	49%	39	52%
11	9	37%	15	63%	24	32%
12	4	33%	8	67%	12	16%
TOTAL	33	44%	42	56%	75	100%

Age

As Table 4 indicates, two out of three program students are overage for their grade. The proportion of overage students is particularly high in the eleventh grade, where 78 percent are overage. Thirty-eight percent of program students were 19 years or older in spring, 1982.

Table 4. Number of students by age and grade.*

AGE	GRADE 10	GRADE 11	GRADE 12	TOTAL
15	11	1		12
16	7	3		10
17	10	1	1	12
18	5	4	3	12
19	4	8	4	16
20	2	6	1	9
21			3	3
TOTAL	39	23	12	74
Overage Students				
NUMBER	21	18	8	47
PERCENT	54%	78%	67%	64%

* Shaded boxes indicate the expected age range for each grade.

ATTRITION

The program provided the following data on the number of students leaving the bilingual project during 1980-81:

Table 5. Number of students leaving the program.

REASON FOR LEAVING	GRADE 10	GRADE 11	GRADE 12	TOTAL
Discharged/ transferred to altern. program	2	1	1	4
Transferred to another school	3	0	0	3
Graduated	0	0	1	1
Returned to native country	2	1	0	3
TOTAL	7	2	2	11

III. PROGRAM DESCRIPTION

PHILOSOPHY

Project VIBES is a transitional program, emphasizing the acquisition of English-language skills. The program works toward easing the acculturation process while maintaining and reinforcing proficiency in the native language. Students are encouraged to experience both greater appreciation of their heritage and understanding of the American ways of life. The values clarification component of the program is designed to address social disorientation, and to help students respond to new experiences in an unfamiliar setting.

The program's philosophy has been disseminated throughout the school, and enjoys the full support of program staff and school administrators.

HISTORY

Funded for three years, Project VIBES has completed its initial year of funding.

Originally the proposal identified the Haitian, Russian, and Spanish ethnic/language groups as those requiring services. During negotiations, only one-third of the monies requested were allocated, and it was suggested that only the Haitian population participate. The Russian-dominant population could be, and has been, accommodated by the Citywide Russian Bilingual Program. But to meet the demonstrative need of the school's several language groups, the program included Chinese-, Hebrew-, and Spanish-dominant students who were determined to be of limited English proficiency.

The proposal had incorporated into the program a special education component, which was not funded, and a survival skills section, which could not be implemented due to the reduced staff.

STRUCTURE

Project VIBES operates within South Shore High School's bilingual education department, which is directed by an assistant principal who also heads the foreign language department. The program coordinator who administers the bilingual education program has cabinet status, and attends meetings with the principal and other department heads. The department has its own tax-levy allotments for books and supplies. It serves not only participants in the Title VII program, but also students whose major home languages are listed as Italian, Greek, Indochinese, Korean, Polish, and Rumanian.

The bilingual education department provides these students with E.S.L. instruction, individual tutoring, and supportive services. It is equipped to provide independent study programs in several languages. The department draws on resources available from within the school, including the foreign language department. The foreign language department offers instruction in ten languages either as regular course offerings or on an independent study basis.* It offers a fully equipped language laboratory, and a resource center for bilingual students.

FUNDING

The following tables indicate the funding of instructional and non-instructional components. Table 6 presents funding for the instructional staff by language group; Table 7 indicates funding of non-instructional staff for the program as a whole.

Title VII staff include the program director; 1 resource teacher/curriculum developer; 1 resource teacher/grade advisor; 1 values clarification teacher/science teacher; 1 classroom paraprofessional, and one bilingual secretary.

* Chinese, French, German, Greek, Hebrew, Italian, Latin, Russian, Spanish, Yiddish.

Table 6. Funding of the instructional component by language groups.

Language Group: French (Haitian Creole)	FUNDING SOURCE(S)	NUMBER OF PERSONNEL: TEACHERS	PARAS
E.S.L.	Title VII Tax-Levy	1.8	.4
Reading(Eng.)		-	-
Native Language		.2	-
Math		-	-
Social Studies	Title VII Tax-Levy	.4	.2
Science	Title VII	.2	.2
Other (Voc. Ed., etc.)	Title VII Tax-Levy	.2	.2
Language Group: Hebrew			
E.S.L.	Title VII Tax-Levy	1.8	.4
Native Language	Title VII	.2	
Science	Title VII	.2	.2
Language Group: Chinese			
E.S.L.	Tax-Levy	1.8	
Language Group: Spanish			
E.S.L.	Tax-Levy	1.8	-
Native Language	Title VII	.2	-
Social Studies	Title VII	.2	-
Science	Title VII	.2	-
Other (Voc. Ed., etc.)	Title VII	.2	-

Table 7. Funding of the non-instructional component.

	FUNDING SOURCE(S)	PERSONNEL: NO. & TITLE(S)
Administration and Supervision	Title VII Tax Levy	1.0 Project director 1.0 A.P. - Supervision
Curriculum Development	Title VII	.4 French resource teacher .2 VIBES resource teacher
Supportive Services	Title VII	.4 VIBES resource teacher
Staff Development	Title VII	.2 Project director
Parental and Community Involvement		
Other		

IV. INSTRUCTIONAL COMPONENT

PROGRAMMING

Individualized programming is based on a profile which takes into account the student's interests and goals, and the results of extensive testing. Students take the LAB and CREST tests, and are evaluated by the math and English departments. Participants are also interviewed by the tax-levy grade advisor. The grade advisor who works with program students can communicate with varying degrees of fluency in several languages.

The acquisition of the English language is stressed, and dependence on the native language is discouraged. To accomplish this, the program has developed the following language policy for application in content-area courses. Initially, the entire lesson is conducted in the native language, with minimal use of English. As English skills increase, key vocabulary words and phrases are introduced in the initial presentation of subject matter and in summaries. Once English skills have significantly increased, English-language tests are adopted simultaneously with texts in the native language. Reading readiness, medial, and final summaries are conducted in English at this stage. Students are always encouraged to ask questions.

Students' programs emcompass courses in English as a second language (E.S.L.), native language classes, subjects required for graduation in the areas of mathematics, science, and social studies, and mandated mainstream courses such as physical education and art. In addition, program students are encouraged to enroll in some of the many elective courses offered at

South Shore.

Parents are asked to approve student placement and programming; staff members welcome parents' participation in this decision-making process.

TRANSITION

Mainstreaming is a gradual process which includes the following steps:

Program students are assessed on the basis of scores on the LAB. Any student who scores above the twenty-first percentile is considered to be a candidate for mainstreaming and is closely monitored. This monitoring is most feasible in daily E.S.L. classes.

Once the student reaches the fourth (transitional) level of E.S.L., he or she takes the CREST. If the student successfully completes 13 out of 15 objectives on the advanced level, the teacher may recommend that the student be programmed for mainstream content-area courses. The final decision is guided by consultation with the grade advisor and project director.

To accelerate transition into the mainstream, program teachers introduce English into content-area courses whenever possible. Curriculum materials supply English vocabulary for important terms. The composition of a particular class may dictate the degree to which English is used.

Students and parents generally respond positively to mainstreaming. Some students prefer taking mainstream courses, and some parents request that additional mainstream classes be built into the student's program. In this sense, partial mainstreaming is the rule rather than the exception. During the site visit, the evaluator found that no students had been fully mainstreamed during the school year. Those who were partially mainstreamed

received follow-up services. They typically remain connected to the program, which provides programming, tutorial support, and/or testing. The extent of the relationship depends upon the grade level.

INSTRUCTIONAL OFFERINGS

The array of bilingual classes offered at South Shore hinges on the number of program students, and their needs. Due to the relatively small number of students in each language group, not every class is offered each year.

English as a Second Language

The program offered four levels of E.S.L. classes during 1980-81, ranging from elementary to transitional. Students in the first three levels were scheduled for double periods of E.S.L.; students in the transitional level took one period per day.

Table 8. Instruction in English as a second language.

COURSE TITLE AND LEVEL	NUMBER OF CLASSES	AVERAGE CLASS REG.	CLASS PDS. PER WEEK	DESCRIPTION	CURRICULUM OR MATERIAL IN USE
Bil. Eng. A	1	20	10	Beginners	Access to English
Bil. Eng. B	2	27	10	Intermediate	Access to English
Bil. Eng. C	1	30	10	Advanced	Teacher-developed
Bil. Eng. D	1		5	Transition to Mainstream	Teacher-developed

Native Language Instruction

Literacy in the native language ranges from minimal (among students coming from rural areas) to highly sophisticated (among students from urban environments). However, a single class for native speakers of each language was offered, since the number in each group was small. Table 9 indicates the enrollment in these classes.

The challenge of balancing the French and Creole languages in native language instruction for Haitian students was adequately met. Most had been exposed to education in French, and both students and teachers expressed a preference for the use of that language. At times Creole was introduced as a catalyst in discussions of native culture. Participating students have received City-Wide French Language Awards.

Table 9. Instruction in the native language.

COURSE TITLE AND LEVEL	NUMBER OF CLASSES	AVERAGE CLASS REG.	CLASS PDS. PER WEEK	DESCRIPTION	CURRICULUM OR MATERIAL IN USE
French for Native Speakers	1	29	5	French/ Haitian Creole	Teacher-developed
Spanish for Native Speakers	1	20	5	Sp. Lit. & Lang.	Teacher-developed
Hebrew for Native Speakers	1	9	5	Mod. Israeli Lit.	Teacher-developed

Native Cultures

Social studies classes and native language courses provide a forum for discussing the students' native cultures. The program applies several strategies on an ongoing basis to contrast the native cultures with those of the United States. Acculturation is a major aim of the program, and instruction in native cultures plays a role in this effort.

In each of the native language classes, literary works in the native language and other aspects of culture have been incorporated into the curriculum. During a visit to a class of Haitian students, the evaluator observed students working on the play Phèdre. The text was read in the original; the class was conducted in French. Teacher and students together analyzed the text and commented on its allegorical meaning.

Content-Area Courses

In the spring semester (for which the program provided data) five bilingual classes in four subjects were offered. The social studies courses, World History and Economics, were taught in French/Creole, with English used about ten percent of the time. Two hygiene classes were offered: one in Spanish and the other in French/Creole. Students from all three language groups were enrolled in bilingual academic biology, and therefore English was most often the language of instruction. Bilingual math classes were not offered during the semester. Because only seven Chinese students were enrolled in the program, the program could not offer Chinese language or bilingual content-area courses in the curriculum.

Table 10. Bilingual instruction in content areas.

COURSE TITLE	NUMBER OF CLASSES	AVERAGE REGISTER	LANGUAGE(S) OF INSTRUCTION	USED FOR WHAT PERCENT OF CLASS TIME?	% OF MATERIALS IN NATIVE LANGUAGE
Bil. Hygiene	2	16	Spanish French/Creole	90%	50%
Bil. World Hist. I & II	1	20	French/Creole	90%	50%
Bil. Economics	1	20	French/Creole	90%	50%
Bil. Biology I & II	1	35	English (Hebrew-, French/Creole-, Spanish-speaking students enrolled)	75%	0%

MAINSTREAM CLASSES

Because of the program's limited content-area offerings, virtually all participants are partially mainstreamed, and take courses in English. Table 11 indicates the course and enrollment of program students in mainstream courses in the fall and spring terms.

Table 11. Number and percentage of program students enrolled in mainstream courses.

SUBJECT AREA	FALL		SPRING	
	NO.	PERCENT	NO.	PERCENT
English	19	25%	17	23%
Foreign language	4	5%	3	4%
Social studies	35	47%	36	48%
Math	40	53%	67	89%
Science	*	*	18	24%
Visual arts	26	35%	12	16%
Individual arts	14	19%	9	12%
Music	4	5%	10	13%
Business education	8	11%	5	7%
Physical education	-	-	38	51%

* Numbers unknown

The range of mainstream courses in which program students were enrolled suggests their diversity of interests and abilities. In math, for example, students took classes ranging from pre-algebra to calculus. The following list presents the individual mainstream classes in which program students participated during the fall and spring semesters.

FALL 1980

ENGLISH	English 3
	English 5
	English 7
	Gothic Lit.
	Remedial Read.
	Reading
	Writing Workshop
	Functional Eng.
	World Fantasy
MATHEMATICS	Pre Alg. 1
	Pre Alg. 3
	Pre Alg. 4
	Mod. Math
	College Prep.
	Algebra A
	Algebra C
	Algebra 1
	Algebra 2
	Geometry B
	Integ. Alg. 1
	Math Survey
	Computer A
	Calculus
	Math Team
INDUSTRIAL ARTS	Jewelry 1
	Ceramics 1
	Transportation 1
	Transportation 2
	Electricity 1
	Photography 1
	Wood 1
	Mech. Drawing 3
SOCIAL STUDIES	East. Civ. 1
	West. Civ. 1
	Amer. Studies 1
	Economics
	Amer. Studies 2
	Criminology
	Teenage Problems
	Psychology
VISUAL ARTS	Art Port. 1
	Art Port. 2
	Fashion 1
	Paint 1
	Advertising 1
	Calligraphy 1
	Calligraphy 2
	Art Studio 1
	Sculpture 1
BUSINESS ED.	Type 1
	Type 3
	Record Keep. 1
	Bus. Machines 1
	Accounting 1
FOREIGN LANGUAGE	French 5
	French 5H
	Ind. French
	French 7
MUSIC	Guitar 1

SPRING 1981

ENGLISH	Reading for Seniors
	Reading
	English 8
	English 6
	Mod. Teenage Lit.
	Remedial Writing
	Writ. Workshop
	English 2
	English 4
	Func. Eng.
MATH	Pre-Alg. 1
	Pre-Alg. 2
	Pre-Alg. 3
	Pre-Alg. 4
	Mod. Math
	Coll. Prep Math
	Algebra A
	Algebra B
	Algebra C
	Algebra 1
	Algebra 2
	Int. Alg./Trig. 2
	Math Team
	Calculus
	Computer
	Computer 2
	M1 Geometry
	M2 Geometry
	M1 Adv. Algebra
SCIENCE	Gen. Sci. B
	Horticulture
	Prac. Bio. 2
	Env. Sci. 2
	Biology 2
	Lab Teg. 1
	Practical Bio.
	Physics 1
	Chem. 2
INDUSTRIAL ARTS	Photography
	Ceramics 1
	Woodworking 1
	Transportation
	Amer. Foods
	Mech. Draw 4
	Nursing 1
SOCIAL STUDIES	Asian Studies
	Amer. Stud. 1
	Economics
	Amer. Stud. 2
	Sports Hist.
	Police Science
	Intro Psych/Soc.
	West. Civ. 2
	Adv. Psych. Work.
PHY. ED.	Soccer
	Phys. Ed. 2
	Phys. Ed. 4
	Phys. Ed. 6
	Phys. Ed. 8
	Gymnastics
	Slimnastics
	Yoga
	Tennis
	Softball-Volley
	Adv. PPE
	W6
	Life Sports
	Racquets
	Tap & Jazz
	Health Ed. 1
VISUAL ARTS	Painting 1
	Calligraphy 1
	Calligraphy 2
	Art Studio
	Painting 1
	Art Reading
MUSIC DEPT.	Guitar 1
BUSINESS ED.	Type 1
	Type 2
FOREIGN LANGUAGE	French 6
	French 9

V. NON-INSTRUCTIONAL COMPONENT

ADMINISTRATION AND SUPERVISION

The project director provides overall administration and supervision to the project. His responsibilities have included interviewing and hiring of staff, providing orientation and training, preparation of the budget, preparation of the instructional aide payroll, and communicating with the principal and assistant principals.

CURRICULUM DEVELOPMENT

Project VIBES has at its disposal curriculum materials developed by the bilingual education department and the foreign language department. A hygiene text entitled "Biologie Pratique" was pilot tested for use by Haitian students. The program has a resource center within the school's library complex which houses materials in the languages of program students. The evaluator was impressed with the number and range of materials.

Project students have also created their own "text"--a magazine entitled "Our World" which has won a first-prize award at the Columbia Scholastic Press Competition for the past four years.

SUPPORTIVE SERVICES

Students in Project VIBES are provided with individual and group guidance through the school's tax-levy services. A guidance counselor who has some knowledge of several of the students' home languages is available; the language barrier has not been a problem since the program staff is well equipped to assist students. Contact with the guidance counselor typically focuses on placement, programming, career or vocational planning, and whatever problems may arise in the student's school life.

Because the target population includes newly arrived immigrants, the program often makes referrals to families who need assistance with problems related to their legal status, employment, health, housing, etc. The program has assembled a long list of agencies and other community resources to whom students or family members may be directed. In addition, the Haitian resource teacher often makes home visits on a volunteer basis.

STAFF CHARACTERISTICS

Table 12 provides information on the characteristics of the professional and paraprofessional staffs. All staff members were working in the area for which they were licensed.

STAFF DEVELOPMENT

Several types of staff development activities comprised the project's staff development component.

Pre-service orientation sessions were held for all VIBES staff at the beginning of the school year. Three such sessions were scheduled to explain the philosophy and set forth the several components of the program, as well as to delineate the responsibilities of each staff member.

Classroom observation was conducted informally by the project director. The chairperson of the foreign languages department was responsible for formal observation.

Two members of the bilingual staff enrolled in courses at Brooklyn College, where they worked toward their M.A. degrees.

Table 12. Staff characteristics: professional and paraprofessional staffs.

FUNCTION(S)	PERCENT OF TIME SPENT IN EACH FUNCTION	DATE APPT'D TO EACH FUNCTION	EDUCATION (DEGREES)	CERTIFI-CATION	LICENSE(S) HELD	YEARS OF EXPERIENCE (MONOLINGUAL)	YEARS OF EXPERIENCE (BILINGUAL)	YEARS OF EXPERIENCE (E.S.L.)	OTHER RELEVANT PAST TRAINING
Project Director	100	-	B.A. Classics M.A. Rus. Lang. & Lit.	N.Y.C. N.Y.S.	Russian TPD Ital. DHS Req.	6 yrs. H.S. 3 yrs. College	3	1	
French Resource Teacher/Cur. Dev.	60/40	-	B.A. French & Class. M.A. French Ph.D. Cand. Fr.		TPD	18	7	-	Lawyer in Haiti 7 years
Gr. Advisor/ Sp. Res. Teacher	60/40	9/80	B.A. Spanish	N.Y.C. N.Y.S.	Spanish DHS	-	2	-	
Val. Clar. Teacher/ Sci. Teacher	80/20	9/79	P.S. Science M.A. Education	N.Y.C.	Bil-Bio. H.S. Req. Bio. H.S. Gen. Sci. JHS	1	2	3	Ulpan Training in Israel
Classroom Para-professional	100	-	10 cr. towards the B.A.	-	-	?	2	1	fluent in French, Haitian Creole, Russian, Spanish
Bil. Secretary	100	4/80	52 credits toward B.A.	N.Y.C.	School Secy.	6	3	-	5 years in private sector

Table 13. Staff development activites in school.

STRATEGY	DESCRIPTION(S) OR TITLE(S)	NO. AND TITLE OF STAFF ATTENDING	SPEAKER OR PRESENTER (IF APPLICABLE)	FREQUENCY OF NUMBER OF SESSIONS	GOAL
Pre-service (orientation)		All VIBES Staff	R.V. Russo A. Wolfson	3	Explanation of components of program & delination of duties.
Dept. meetings (list)	Monthly staff meetings: 9/4/80, 10/20/80, 11/10/80, 12/16/80, 1/12/81, 2/17/81, 3/10/81, 4/13/81	All VIBES Staff	R.V. Russo A. Wolfson D. Hellman	8	Design of courses of study & lesson plans/ instructional objectives, audio-visual aids/ needs assessment/ bilingual ed. in the Reagan Administration.
Workshops (list)		5 E.S.L. & VIBES Staff 3 VIBES staff	G. Slater (E.S.L. unit) M. Auguste (B.E.S.C.)	1 2	Explanation of new E.S.L. curriculum.
Other Demonstration lessons, Lectures, etc.		5 E.S.L. teachers	G. Slater (E.S.L. unit)	3	Demonstration of E.S.L. technique

Table 14. University courses attended by staff.

STAFF	INSTITUTION	GOAL	FREQUENCY	COURSES
Professional				
Project Director	Brooklyn College	M.A.	4 hours weekly average	General Science Psychological Testing
Gr. Advisor/ Sp. Res. Teacher	Brooklyn College N.Y.U.	M.A.	4 hours weekly average	Latin American Literature and Culture Techniques of Translation Literary Criticism

Program teachers and paraprofessionals attended monthly departmental meetings. Among the topics discussed were: design of courses of study; lesson planning; instructional objectives; audio-visual aids, needs assessment; bilingual education under the Reagan administration.

Three workshops were scheduled for the purpose of explaining the new E.S.L. curriculum. One session was conducted by one of the E.S.L. staff members, and two were given by a representative of the Bilingual Education Service Center (B.E.S.C.)

Three demonstration lessons were provided to demonstrate E.S.L. techniques applicable in program classes.

PARENTAL AND COMMUNITY INVOLVEMENT

Parental involvement was somewhat hampered by the fact that many families lived far from the school. Economic restraints also made participation difficult for many; some of the parents (in particular, the Haitian parents) were working at more than one job. An additional factor was the expectation on the part of many parents that school officials would meet students' needs and handle problems as they saw fit; they often saw the teacher as an authority figure who did not require assistance or cooperation from parents.

VI. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1980-1981.

Students were assessed in English language development, growth in their mastery of their native language, mathematics, social studies, and science.

The following are the areas assessed and the instruments used:

English as second language -- CREST (Criterion Referenced English Syntax Test, Levels I, II, III)

Mathematics performance -- Teacher-made tests

Science performance -- Teacher-made tests

Social studies performance -- Teacher-made tests

Native language arts performance -- Teacher-made tests

Cultural heritage -- Teacher-made tests

Attendance -- School and program records

The following analyses were performed:

The instrument used to measure growth in English language was the Criterion Referenced English Syntax Test (CREST), which tests mastery of specific syntactic skills at three levels. Material at the beginning and intermediate levels of the CREST is broken down into 25 objectives per level, such as present-tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Material at the advanced level (Level III) is organized into 15 objectives, such as reflexive pronouns. At each level, students are asked to complete four items for each objective. An items consists of a sentence frame for which the student must supply a

word or phrase chosen from four possibilities. Mastery of a skill objective is determined by a student's ability to answer at least three out of four items correctly.

Results of CREST testing for the entire year are presented in Table 15. This table presents the total number of students for whom a CREST score was available on a given level -- either a pre-test score, a post-test score, or both in either fall or spring. These students include those who mastered all the objectives during the year and advanced to higher level at post-test, as well as those who achieved perfect scores at pre-test time, and who (naturally) were administered a higher level of the test at post-testing. The total number and percent of students completing all the objectives on a given level are presented in Table 15.

The following tables provide information on the average number of objectives mastered, and the average number of objectives mastered per month of treatment by students who received E.S.L. instruction. Information is also provided on students' performance at the various test levels. Performance breakdowns are reported in two ways. First, Tables 16 and 17 contain grade and level breakdowns for students who were pre- and post-tested with the same test level. In addition, in Tables 18 and 19 a grade and test level breakdown is reported for students who were administered a higher level of the CREST when post-tested than when pre-tested. For students given different levels of the test at pre- and post-testing, it was assumed that all objectives of the pre-test level were mastered by the time of the post-test.

Rates of success of students in mathematics, science, social studies, native language arts, and cultural heritage courses are reported by course

and grade in Tables 20 through 24. Note that science and social studies courses reported represent a combination of those taught bilingually by the program and of mainstream courses taken by program students. These tables contain the numbers of students reported as taking the relevant courses, the number reported to have passed, and the percent passing, for fall and for spring courses separately.

Comparisons of the attendance rates of program participants with that of the school as a whole are presented by grade and by language group in Table 25. This table contains average rates for the school and for the various participant groups, the percent differences, values of the t statistic, and its level of statistical significance. Although the t statistic used here is slightly different than that described above, it again indicates the extent to which the observed percentage differences vary from what might be expected by chance.

Table 15. Results of the Criterion Referenced English Syntax Test (CREST): number and percentage of students passing all objectives, by test level.

(All program students, fall and spring terms combined)

GRADE	NUMBER PRE- AND/OR POST-TESTED	NUMBER PASSING ALL OBJECTIVES BY POST-TEST *	PERCENT PASSING ALL OBJECTIVES BY POST-TEST
	LEVEL I		
10	18	7	39
11	6	5	83
12			
TOTAL	24	12	50
	LEVEL II		
10	10	0	0
11	10	3	30
12	2	2	100
TOTAL	22	5	23
	LEVEL III		
10	7	0	0
11	6	1	17
12	7	1	14
TOTAL	20	2	10

* Received a perfect score at this level or administered the next level at post-test.

Table 15. (Continued)

- Overall, the program failed to reach its objective of having 70 percent of beginning level students pass all Level I objectives in the first year, as only 50 percent of such students reached the criterion.

- The eleventh graders exceeded the criterion, while tenth graders did not. No twelfth graders were tested on Level I.

- The pattern of student performance may be, in part, due to the fact that the pre-test was not given until the end of December and that the post-test was given more than a month before the end of the school year.

- Data on Levels II and III are presented for informational purposes only, as program objectives for students at these levels apply only to the second year of the program.

- Eleventh and twelfth graders mastered all objectives at higher rates than tenth graders at all test levels.

Table 16. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered and objectives mastered per month.

(E.S.L. students pre- and post-tested with same test level, total year)

GRADE	# OF STUDENTS	AVERAGE NUMBER OF OBJECTIVES MASTERED PRE	POST	OBJECTIVES MASTERED *	AVERAGE MONTHS OF TREATMENT	OBJECTIVES MASTERED PER MONTH
10	18	12.6	15.5	2.9	4.16	0.69
11	9	13.1	16.7	3.6	4.11	0.87
12	2	12.5	12.5	0.0	4.22	0.0
TOTALS	29	12.8	15.7	2.9	4.15	0.70

* Post-test minus pre-test.

- Students taking the same level of the CREST at pre- and post-test gained an average of 2.9 objectives in the January to mid-May period covered by the testing.

- Eleventh graders mastered almost one objective per month of instruction while the two twelfth graders had an average of no gain at all.

- As tables 16 and 17 show, the twelfth graders could not demonstrate much growth because they had already mastered nearly all the objectives at pre-test time. The performance of tenth and eleventh graders was depressed for the same reason.

Table 17. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(E.S.L. students pre- and post-tested with same test level, total year)

	LEVEL I				LEVEL II				LEVEL III			
		AVERAGE NUMBER OF OBJECTIVES MASTERED				AVERAGE NUMBER OF OBJECTIVES MASTERED				AVERAGE NUMBER OF OBJECTIVES MASTERED		
GRADE	N	PRE	POST	GAIN*	N	PRE	POST	GAIN*	N	PRE	POST	GAIN*
10	6	8.0	12.8	4.8	7	16.4	19.3	2.9	5	12.8	13.4	0.6
11	1	3.0	12.0	9.0	5	16.4	19.4	3.0	3	11.0	13.7	2.7
12									2	12.5	12.5	0
TOTALS	7	7.3	12.7	5.4	12	16.4	19.3	2.9	10	12.2	13.3	1.1

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

* Post-test minus pre-test.

. Pre-test scores, as a proportion of possible objectives, increased markedly from Level I to Level III, while the size of gains decreased markedly.

. Performance on Level III, especially that of the tenth and twelfth graders, was clearly inhibited by the very high pre-test scores. The average gain by these students represents almost 40 percent of the 2.8 objectives which, on average, it was possible for them to master.

. Eleventh graders out-performed other students on every level of the test.

Table 18. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, percent mastered, and objectives mastered per month.

(E.S.L. students pre- and post-tested with different test levels, total year)

GRADE	# OF STUDENTS	AVERAGE NUMBER OF OBJECTIVES MASTERED PRE	POST	TOTAL OBJECTIVES MASTERED*	AVERAGE MONTHS OF TREATMENT	OBJECTIVES MASTERED PER MONTH
10	6	17.3	39.8	22.5	4.11	5.47
11	8	21.0	38.9	17.9	4.19	4.27
12	2	15.5	33.5	18.0	4.22	4.27
TOTALS	16	18.9	38.6	19.6	4.16	4.72

* Post-test score minus pre-test score plus 25.

. Although the gains depicted here are overstated due to the assumptions involved in their computation, these students clearly made substantial progress.

. Though somewhat higher for tenth graders, large gains were made by students in all grades.

. Differences in achievement between these students and those not changing levels are probably due, in part, to the lack of a range restriction like that faced by those taking Level III in the preceding table.

Table 19. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(E.S.L. students pre- and post-tested with different test levels, total year)

	LEVELS I & II				LEVELS II & III			
GRADE	N	AVERAGE NUMBER OF OBJECTIVES MASTERED PRE (I)	POST (II)	GAIN*	N	AVERAGE NUMBER OF OBJECTIVES MASTERED PRE (II)	POST (III)	GAIN*
10	6	17.3	14.8	22.5				
11	5	20.2	14.4	19.2	3	22.0	13.0	16.0
12					2	15.5	8.5	18.0
TOTALS	11	18.6	14.6	21.0	5	19.4	11.2	16.8

NOTE: number of objectives for each level: Level I (25), Level II (25).

* Post-test minus pre-test plus 25.

. The levels of the test administered clearly increased with the student's grade.

. Gains made by those going from Level II to Level III were somewhat smaller than those made by students taking Level I and Level II, probably limited by the smaller number of attainable objectives on Level III. Eleventh graders appeared close to the ceiling of Level III (15 objectives).

Table 20. Number of students attending a bilingual course and percent passing teacher-made examinations in mathematics

FALL 1980			
GRADE	N	NUMBER PASSING	PERCENT PASSING
11	2	1	50
12	7	6	86
TOTAL	9	7	78

- Only 12 percent of program students were reported to to have taken the mathematics course offered by the bilingual program in the fall.

- Seven of the nine students taking the course passed.

Table 21. Number of students attending courses and percent passing teacher-made examinations in science.

FALL COURSES	GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING
General Science I	2	100%	1	0%	4	75%	7	71%
Biology I, Academic	1	100%			1	100%	2	100%
Biology I, General*	25	60%	12	92%	1	100%	38	71%
Biology II, Academic			1	100%			1	100%
TOTAL	28	64%	14	86%	6	83%	48	73%

* Course taught by program

. The overall passing percentage was 73 percent.

. The passing percentages for academic classes were 100 percent, although the number of reported students was small.

. The passing percentages are all generally high except for tenth graders in Biology I, General (60 percent) which includes more than half the students.

Table 21. (Continued)

SPRING COURSES	GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING
Science	2	100%	1	100%			3	100%
Biology II, Academic	2	100%	6	100%	1	100%	9	100%
Biology II, General*	19	63%	6	83%			25	68%
Horticulture			2	100%	1	100%	3	100%
TOTAL	23	70%	15	93%	2	100%	40	80%

* Course taught by program

. The overall passing percentage improved (80 percent) from the fall term.

. The passing percentages are 100 percent except for Biology II, general (68 percent).

Table 22. Number of students attending courses and percent passing teacher-made examinations in social studies.

FALL COURSES	GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING
311 Economics, Academic*	8	75%	2	50%	5	60%	15	60%
310 Western Civilization	2	100%	1	100%			3	100%
301 American History I, Academic			3	33%	2	100%	5	60%
314 American Studies (I)			5	60%	2	100%	7	71%
303 World History I, Academic*	11	73%	10	100%			21	86%
300 Social Studies	1	100%	2	0%			3	33%
TOTAL	22	77%	23	70%	9	78%	54	74%

* Courses taught by program

- The overall passing percentage was 74 percent.
- The passing percentages were generally high.
- In cases where passing percentages were low, the number of students involved was generally low.
- Economics, Academic was the only course where the number of students was not very small (15) and the passing percentage was relatively low (60 percent).

Table 22. (Continued)

SPRING COURSES	GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING
311 Economics, Academic	1	0%	3	100%			4	75%
305 World History II, Academic*	14	100%	8	100%			22	100%
314 American Studies (I)	2	50%	5	100%	5	100%	12	92%
316 Asian Studies	4	75%	1	0%			5	60%
300 Social Studies	1	100%	1	100%			2	100%
TOTAL	22	86%	18	94%	5	100%	45	91%

* Courses taught by program

. The overall passing percentage was very high (91 percent), a considerable improvement over the fall (74 percent). Students did well in both bilingual and mainstream classes.

Table 23. Number of students attending courses and percent passing teacher-made examinations in native language arts by native language and grade, spring semester only.

NATIVE LANGUAGE	GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING
Spanish	7	71	2	100	6	100	15	87
Haitian/Creole	14	64	13	92	2	100	29	79
Hebrew	8	100	2	50			10	90
TOTAL	29	76	17	88	8	100	54	83

- Fully 72 percent of program students took a native language course in the spring.
- All three language groups did quite well in these courses, yielding an overall average of 83 percent passing.
- The Spanish- and Hebrew-speaking groups had somewhat higher success rates than did the Haitians.
- The higher a student's grade level, the more certain he/she was to pass.

Table 24. Number of students and percent passing teacher-made examinations in cultural heritage by native language and grade.

	GRADE 10		GRADE 11		GRADE 12		TOTAL	
FALL	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING
Spanish	9	67	3	67	7	86	19	74
Haitian Creole	12	83	13	100	3	100	28	93
Hebrew	10	70	2	0			12	58
TOTAL	31	74	18	83	10	90	59	80
SPRING								
Spanish	7	57	2	100	6	100	15	80
Haitian Creole	14	64	13	100	2	100	29	83
Hebrew	8	88	2	50			10	80
Chinese			3	100			3	100
TOTAL	29	69	20	95	8	100	57	82

- Approximately 75 percent of program participants took cultural heritage examinations in the fall and in the spring.
- In both semesters at least 80 percent of enrolled students passed the examinations.
- In the fall, Haitian students passed at a considerably higher rate than did Spanish-speaking students, and the latter did better than did Israelis.
- In the spring, however, the above three groups did equally well, while the three Chinese students all passed.
- In both semesters, students in higher grades did better than those in lower grades.
- The difference in success rates between tenth-graders and their older peers was especially striking in the spring.

Table 25. Significance of the difference between attendance percentages of program students and the attendance percentage of the school.

Average school-wide attendance percentage: 77.93

GRADE	N	MEAN PERCENTAGE	STANDARD DEVIATION	PERCENTAGE DIFFERENCE	t	p
10	33	95.7	4.4	17.8	23.19	.0001
11	23	91.8	13.9	13.9	4.80	.001
12	11	95.0	6.3	17.1	9.04	.0001
			BY LANGUAGE			
Cantonese	3	98.6	2.3	20.7	18.63	.005
Korean	2	94.0	2.8	16.1	14.44	.03
Hebrew	10	91.8	6.6	13.9	12.46	.0001
French/ Haitian Creole	31	96.5	3.9	18.5	16.64	.0001
Spanish	20	91.6	14.8	13.7	12.28	.0001
TOTAL	67	94.3	9.1	16.3	14.68	.0001

- Program participants' average attendance rates far exceeded the average school rate in all grades and for all language groups. The differences were statistically significant for all groups.

- All groups attended, on average, more than 90 percent of the time and the average values for Haitian and Chinese students and for tenth and twelfth graders were over 95 percent.

SUMMARY OF FINDINGS

Knowledge of English Syntax

As Table 15 indicates, half of the beginning E.S.L. students demonstrated mastery of all of the curricular objectives on Level I of the CREST. This was considerably short of the program's objective, which was that 70 percent of the students would do so. This may have been in part due to the short period between pre- and post-test, and may be unrealistic for those new entry students who have no prior knowledge of English (see recommendations).

Program students who were pre- and post-tested with the same level of the CREST demonstrated an average gain of 0.7 objectives mastered per month of instruction in the spring semester. These results were restricted, to some degree, in all grades because of ceiling effects on level III of the test, where the small number of items and high pre-test scores depressed growth rates.

Students who were pre- and post-tested with the different levels of the test mastered an average of 4.72 objectives per month. The large gains made were probably due to the lack of range restriction faced by those students pre- and post-tested on the same level, and the assumptions made in calculating the number of objectives mastered by students who changed levels from pre- to post-test.

Performance in the Content Areas

In mathematics, seven out of the nine students enrolled (78 percent) in the one bilingual mathematics course passed the examination in that course.

Program students were enrolled in bilingual and mainstream science courses. The overall passing rate of these students was 73 percent in the fall term and 80 percent in the spring. The lowest passing rates were experienced

by tenth graders in both semesters.

As in mathematics, program students were enrolled in both bilingual and mainstream social studies classes. In the fall, the overall passing rate was 74 percent. While only small numbers of students are reported as taking any one course, the passing rates were highest in western civilization and world history I, academic. Students apparently had more difficulty with economics, in which the students achieved a 60 percent passing rate. In the spring, the overall passing rate was an impressive 91 percent.

In native language courses offered in the spring, the overall passing rate was 83 percent. While the numbers reported are small, the tenth graders appeared to achieve the lowest passing percentages (64 and 81 percent for Haitians and Hispanics, respectively). Overall passing rates ranged from 79 percent (Haitians) to 90 percent (Hebrew students). On the whole, achievement in the native language was high.

Students of all language groups were tested with a staff-developed instrument designed to test their knowledge of their cultural heritage. These were given for Spanish, Haitian Creole/French, Hebrew and Chinese-speaking students. In the fall, 80 percent of the students who took the tests passed them, as did 82 percent of the students in the spring. Passing rates ranged from 58 percent (Hebrew-speaking students in the fall term) to 100 percent (Chinese-speaking students in the spring term). All language groups but one achieved passing rates of above 74 percent.

Attendance

The attendance rates of program students far exceeded the average school rate in all grades and for all language groups. The differences were statistically significant for all groups of bilingual students.

VII. CONCLUSIONS AND RECOMMENDATIONS

The evaluator made three visits to South Shore High School which included interviews with the project director and teachers. Unfortunately, due to time constraints and class schedules, no parents or students could be interviewed.

On the basis of these site visitis, it is apparent that the bilingual program staff is extremely sensitive to the needs of the limited English proficient students. Individual students or small groups of pupils are scheduled in a way that allows those determined eligible to receive instruction in as many content-area courses as possible, in spite of the several native languages spoken by the students involved.

Another favorable aspect of the program is the emphasis placed on intergrating non-English speaking and English-dominant students, both for instructional and non-instructional services. For example, in the foreign language "bilingual" classes, the focus is on using the native language arts courses to assist English-dominant students in enhancing their foreign language skills. Additionally, the program design and curriculum have served to foster greater understanding and appreciation for the customs and habits of the English-dominiant students while simultaneously engendering a strong and positive self-image.

In the case of the Russian-, Yiddish-, and Hebrew-speaking students, they have in the past expressed a greater desire to be mainstreamed than the other ethnic/language groups. Although this group is not now being served by Project VIBES but rather by a comprehensive umbrella program implemented by the New York City Public Schools, it is hoped that these students will continue in their desire to be mainstreamed while maintaining their ethnic identity.

The following recommendations are proposed to implement the bilingual education program even more effectively:

1. An effort should be made to increase the number of students served by the program. Project VIBES has an excellent array of subjects choices, dedicated, capable staff, and a program design from which limited English proficient students can highly benefit. The project director, sensitive to this, has already submitted a proposal that would allow a larger number of Haitian students to participate in the bilingual program at South Shore. It is strongly recommended that the idea of making South Shore a "magnet" school attracting students of Haitian backgroud to be approved and implemented.

2. Analysis of the data included in Table 3 indicates the greater degree to which male students exit the program as compared to female students. It is suggested that an effort be made to identify the reasons for the discrepancy, especially at the higher grade levels. It may be that males are acquiring English and being mainstreamed faster than female students or perhaps they are simply dropping out of school altogether.

3. A greater focus on increasing parental involvement and awareness ought to be one of the principal tasks of those involved with Project VIBES. It is suggested that as a means of achieving this, contact with community agencies and other "parent training" projects, such as that at the New York City Public Schools and Project HAPTT at City College, be made. The Bilingual Education Service Center housed at Hunter College should also be able to assist the program in this area.

4. The project is in need of an additional French-/Creole-speaking teacher preferably one specializing in math or science. This would alleviate the work of the one French-/Creole-speaking teacher, who in addition to assigned classes is involved in promoting community awareness. It would also serve to ameliorate the education services provided by distributing the course work more evenly. If additional funding is not made available to hire another teacher, then perhaps a teacher proficient in French/Creole could be identified in the math or science department to satisfy this suggestion. There is a need for a French-/Creole-speaking grade advisor to serve Haitian students. As funds are insufficient to hire a full-time staff member, it is recommended that the program's paraprofessional work with the guidance personnel serving the students to assist the advisement process.

5. The overall pattern of student achievement in bilingual and mainstream classes is strong. The student data reported for the CREST, however, suggest that the objective for growth in the students' knowledge of English syntax (that 70 percent of the beginning students will master all 25 of the Level I CREST objectives in a year) may not be a realistic one. It is recommended that the program examine the level of English proficiency for students being tested with Level I of the CREST, to determine the actual and expected rates of growth. Clearly, a student who begins Level I with some knowledge of English (a pre-test score of over 15 objectives, for example) has a far better chance of mastering all 25 objectives than does an incoming student who has no knowledge of English. The composition and characteristics of the students served may have more to do with the fulfillment of this objective (as it is written) than may the actual achievement of the students. This should warrant some examination and the possible revision of the objective.

6. Lastly, it is strongly recommended that project VIBES be funded for another cycle with sufficient monies to hire the additional staff needed to serve students' needs. Not only is the atmosphere conducive to an ideal type of bilingual education setting but the staff is well motivated and professionally skilled to meet the needs of the limited English proficient student.